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ABSTRACT

This pamphlet presents the content of a workshop on the contrastive analysis of Spanish and English sounds which create pronunciation difficulties for Mexican- American children learning the English language. Introductory remarks lead to teaching procedures for: (1) "ch" (voiceless alveo-palatal affricate, (2) "sh" (voiceless alveo-palatal fricative, (3) contrast of "ch" and "sh" (4) "th" (voiceless dental fricative, (5) "th" (voiced dental fricative, (6) initial "d," medial position "d", and final "ed" (voiced alveolar stop /d/), (7) final "d" (voiced alveolar stop /d/), (8) final "ng" (voiced velar nasal), (9) "z" (voiced alveolar fricative /z/), (10) short "i," and (11) "y" (voiced alveo-palatal resonant semiconsonant /Y/). Suggested games and practice drills are included. A selected bibliography concludes the text. (RL)

ED 058802

CONTRASTIVE ANALYSIS OF SPANISH AND ENGLISH SOUNDS WHICH CREATE PRONUNCIATION DIFFICULTIES

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PREFACE

This pamphlet represents the content of a workshop on the contrastive analysis of Spanish and English sounds which create pronunciation difficulties for Mexican-American children learning the English language. This workshop was presented by Adela Artola Stewart, Training Coordinator, on April 20, 1971 at the office of the Bilingual, Bicultural Socialization Project, Title VII, Wilson School District, No. 7, Phoenix, Arizona. This training was supported by a grant from the Bilingual Branch of the United States Office of Education, No. OE6-0-9-12011-3465, Project No. 120066.

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Teachers involved in Bilingual Education are becoming more aware of the difficulties which bilingual children have in developing language skills. The more professional teacher is one who understands the language background of her students and has developed a sensitivity to and understanding of the sounds and sound combinations which individual children produce.

The predictability of phonological problem areas, caused by the interference of sound patterns of the dominant language, results from such awareness. This study limits itself to some of the phonological problems Spanish-speaking children encounter when attempting to master the English language. There are sounds and sound combinations in English that a Spanish-speaking child has to learn to hear because they do not exist in the Spanish language. An example of this is the sound of "sh".

Language is learned at home by hearing the labels used for daily communication. The desire to communicate brings forth the imitation of what he hears and the attempt to reproduce it, thus expressing feelings or desires. However, if a child reaches school having developed linguistic patterns in another language, he will naturally tend to use the same patterns for expressing himself in the second language. Spanish-speaking children, hearing the word "ship", reproduce it as "chip" or "cheap", based on the sound patterns of Spanish. In this short word are found two sounds, the "sh" and the short "i" which are foreign to the native Spanish speaker.

An important task for the teacher is to hear exactly what the children are saying and make sure that they are producing correct English sounds. Only then is the teacher able to establish correct linguistic habits which are essential in language learning. The teacher must carefully listen to the student's speech patterns and actively insure the children's acquisition of the skills necessary to hear English sounds. This is a vital task, as students cannot produce in English those sounds they cannot hear!

TEACHER OBJECTIVES:

The objectives for a teacher desirous of establishing and developing correct language production habits could be summarized as follows:

1. To become acquainted with the possible phonological interference between target language and native language.
2. To be able to listen to the children's sound production and discover problem areas.
3. To be able to describe to the children the phonological characteristics of the target sound she is teaching.
4. To model the right sounds by exaggerating them.
5. To elicit correct responses from the child.
6. To be able to reinforce correct responses.
7. To be able to develop drills, manipulative material and games for practice in the target sound.

8. To be able to evaluate progress in target sound production.

CHILD OBJECTIVES:

The basic skills to be developed with each target sound can be extended for use in all language teaching experiences.

1. Visual skills:
   a. Identifies letter or blends that constitute target sound.
   b. Identifies sound within a word or in longer utterances.
2. Auditory Skills:
   a. Recognizes sound when uttered.
   b. Identifies and discriminates sound from other sounds.
   c. Identifies sound in words or in longer utterances.
3. Verbal skills:
   a. Reproduces sound correctly.
   b. Reproduces sound within a word or in longer utterances.
   c. Can read words that include sound.

ASSESSMENT:

Measures can be developed to evaluate the following skills:

a. Visual skills
b. Auditory skills
c. Verbal skills

TEACHING PROCEDURES:

1. "Ch" is a sound found in Spanish but produced somewhat differently.

2. Isolate sound and explain that the English "ch" is much stronger. Explain that the air is blasted out when the utterance is made.

3. Demonstrate difference by contrast of Spanish and English.

   chico - child
   mucho - preacher
   macho - matches

4. Light a match and say "chico" followed by "chew". Demonstrate that the English word will put out the match. Explain again that this is due to the amount of air blasted out in the English utterance.

5. Model once again "ch" (Spanish) and "ch" (English). Model sound by exaggerating "choo-choo train", "choo-choo".

6. Have whole class or group attempt sound production and then ask each child to attempt the correct English sound.

7. Reinforce good responses.

8. Place chart which contains lists of words using "ch" in initial, middle and final position. Stress words with target sound in final position. (See page 5).

9. Read all of the words in the columns with the children.

10. Have the children read words with initial "ch" together and then individually. Make every effort to elicit correct sound production.

11. Continue same procedure with "ch" in middle and final position.

12. Introduce related material such as sentences, poems, songs, etc., that allow for repetition of target sound. (See page 6).

13. Evaluate by going back to the chart and have each child read aloud three words with target sound in each position.

14. Evaluate auditory, visual, and verbal skill development.

SUGGESTED DRILL FOR "CH"

CHOP
CHIP
CHAT
CHALK
CHARM
CHEW
CHEAT
CHAMPION
CHARLES
CHOCOLATE
CHIME
CHEW

TEACHER
PITCHER
CATCHER
PREACHER
REACHES
MATCHES
WATCHING
SATCHEL

MUCH
CRUTCH
PATCH
ITCH
PEACH
WITCH
SWITCH
WATCH
PITCH
POACH

SUGGESTED FOR PRACTICE OF
"CH"

Brow, brow, brinkie,

Eye, eye, winkie,

Mouth, mouth, merry,

Cheek, cheek, cherry,

Chin-chopper, chin chopper.

"SH" (Voiceless palatal fricative)

TEACHING PROCEDURES:

1. This sound does not exist in Spanish.
2. The Spanish native speaker will most likely hear it as "ch".
3. The one occasion in which the Spanish speaker utters this sound is when he is asking someone to be quiet.
4. Explain that this is a whispered (voiceless) sound.
5. Model an exaggerated "Shhhh".
6. Have children imitate sound.
7. Repeat sound in exaggerated manner. Show the position of the lips.
8. Have children see themselves in the mirror and ask them to notice that the lips protrude, that the jaws are closed and that the sides of the tongue are placed up against the ridge back of the upper front teeth. A long stream of air is let out when making the sound.
9. Have class or group attempt production of the isolated sound.
10. Ask each child to reproduce sound individually.
11. Reinforce good responses.
12. Drill words from a chart using the sound in initial, middle, and final position. (See page 8).
13. Read all words in each column in unison and then individually.
14. Introduce related material for practice purposes. (See pages 9-10).
15. Constantly bear in mind that children often interchange "ch" and "sh". Constant vigilance to avoid this is necessary.
16. Evaluate auditory, visual and verbal skill development.

SUGGESTED DRILL FOR "SH"

SHOE	PUSHING	FISH
SHIRT	CUSHION	CASH
SHIP	FISHING	FLASH
SHOOT	WISHING	DISH
SHOULDER	RUSHING	WASH
SHADOW	MASHED	MUSH
SHOW	WASHED	RUSH
SHIRLEY'	CASHING	BRUSH
SHADE		PUSH
SHAKE		CASH

SUGGESTED FOR PRACTICE
OF "SH"

NIGHT SONG

Eve Merriam

a fragment.....

Hushaby, hushaby, hushaby,
On velvet wings the swallows
Of darkness are flying on high.
Hushaby, hushaby, hushaby,
Feathering over the velvet sky.

I WONDER

Charlotte Zolotow

A boat steams slowly down the river
this shiny sunny day.
I wonder who is on it
and if it's going far away.

I send good wishes to you,
someone just like me,
wondering why I am on shore
that you can hardly see.

LOOK

Charlotte Zolotow

Firelight and shadows
Dancing on the wall.
Look at my shadow
TEN FEET TALL!

Wash the dishes, wipe the dishes,
Ring the bell for tea;
Three good wishes, three good kisses,
I will give to thee.

(Mother Goose)

A sunshiny shower
Won't last half an hour.

(Mother Goose)

Little ships must keep the shore;
Larger ships may venture more.

(Mother Goose)

The Contrast of "Ch" and "Sh"

TEACHING PROCEDURES:

1. "Ch" and "sh" are often interchanged by Spanish-speaking children learning English.

2. It is recommended that "ch" and "sh" be drilled individually until sound production skills are sufficiently mastered in each sound.

3. Drilling the two contrasting sounds can be used to reinforce and further develop audial and oral discrimination.

4. Make up lists of contrasting words and drill in unison and individually.

5. Reinforce good responses.

6. Try the "Charades" game on page 12 and "Fishing" game on page 13.

7. Introduce material which contains target contrasting sounds.

8. Have the children write some sentences that include both sounds and have them read them to their classmates aloud.

9. Evaluate auditory discrimination skills.

10. Evaluate oral production skills of both sounds.

"CHARADES"

SUGGESTED GAME FOR PRACTICE OF "SH" AND "CH"

Write the following words on cards and fold. Divide the children in two groups and give half the cards to each team. One child acts out the word on his card while the opposing team guesses the word he is acting out. The teacher should make every effort to insure proper enunciation of the target sound.

Extension: Cards can be made up and used for drilling any target sound.

WASHING

PITCHING

CATCHING

FISHING

REACHING

TEACHING

PUSHING

PREACHING

MATCHING

WATCHING

RUSHING

SHOWERING

CHARMING

THE FISHING GAME

Suggested for the practice of "sh" and "ch" in beginning, middle and final position.

OBJECTIVE:

To be able to identify, discriminate and produce "sh" and "ch".

Method of Making Game:

1. Type on primary typewriter or print on tagboard cards (2x6) each of the following instructions five times.

   a. I need a word that begins with "sh".
   b. I need a word that has "sh" in the middle.
   c. I need a word that ends in "sh".
   d. I need a word that begins with "ch".
   e. I need a word that has "ch" in the middle.
   f. I need a word that ends in "ch".

2. Make a box or large envelope and lable it "Fishing Pond".

3. On small cards (1x4) print the following vocabulary:

chalk	teacher	catch	shut	fishing	dish
Charles	preacher	match	Shirley	rushing	push
chimney	watches	ditch	shower	pushing	flash
child	catches	much	Shanon	cushion	fish
chew	patches	watch	shade	mashed	wash
Chuck	reaches	witch	shoot	wishing	rush
chocolate	matches	speech	shield	washing	cash
chair	pitcher	peach	shadow	wish	mush
chipmunk	machine	patch	shirt	cashing	plush
cheese	latches	pitch	shop		
children		beach	show		
			shock		
			ship		
			shake		

4. Deal out to each player 10 cards face down.

5. Place directional cards (see No. 2) face down in middle of table.

6. Clockwise, each child picks up a directional card and turns it over on the table. He takes from his hand the word which is requested pronouncing it correctly. If he does not have a card that matches the direction he is to "go fishing" in the pond until he finds one.

7. The player to finish his cards first wins.

The teacher or group leader should always make sure that the directions are read out loud and that the answer card is produced correctly before going on to the next player.

"TH" (Voiceless interdental fricative)

TEACHING PROCEDURES:

1. This sound does not exist in Spanish (See page 16 for voiced "th").

2. Develop awareness that children substitue this sound for "t", "s" and "f".

3. Show children how the tongue barely peeks out between the teeth.

4. Have children use mirror to see position of tongue on the top teeth.

5. Explain that this sound does not buzz.

6. When producing the isolated sound show children that a lot of air is pushed out between the top teeth and the tongue.

7. Drill words from chart which contain "th" in initial, middle and final position. Stress final position. (See page 15).

8. Praise children for correct responses.

9. Introduce related materials that include target sound.

10. Evaluate progress.

SUGGESTED DRILL FOR VOICELESS "TH"

THING	EVERYTHING	MOTH
THEATER	SOMETHING	PATH
THANK	NOTHING	FAITH
THANKSGIVING	BIRTHDAY	OATH
THAW	BIRTHSTONE	MATH
THEFT	FAITHFUL	MOUTH
THEME	WRATHFUL	BREATH
THICK	PATHETIC	BROTH
THIEF	BATHROBE	CLOTH
THIN	BATHROOM	BATH
THINK		TEETH
THIRD		
THIRSTY		
THORN		
THOUGHT		
THROUGH		
THROW		
THURSDAY		

"TH" (Voiced interdental fricative)

TEACHING PROCEDURES:

1. This sound exists in Spanish with slight differences.

2. Model the Spanish sound with the following words:

cada	miedo
nada	ciudad

3. Explain that this sound in Spanish is produced when a "d" appears between two vowels.

4. Explain that the English sound appears in initial, middle and final position, and is spelled "th".

5. Mention can be made that "d" in English does not have the sound of "th" in any position.

6. Model "th" and explain it is a stronger, buzzed sound than Spanish intervocalic "d".

7. Model the following Spanish and English contrast:

cada - brother	miedo - mother
nada - another	ciudad - moth

8. Model the isolated English sound, exaggerate it.

9. Have children reproduce the isolated sound.

10. Ask children to hear the buzzing of the sound by touching their throats and feeling the vocal chords vibrate.

11. Read words from chart. Stress the initial and final positions.

12. Introduce related material.

13. Evaluate auditory, visual and verbal skills.

CONTRASTING VOICED AND VOICELESS "TH"

1. Make sure children have learned both voiced and voiceless "th" sound in all positions.

2. Reinforce audial discrimination by contrasting both sounds.

3. Have them put their fingers on their throat and see if they can tell when they buzz their voices and when there is no vibration of the chords.

4. Try the "th" game on page 19.

5. Develop materials which include voiced and voiceless "th".

SUGGESTED DRILL FOR VOICED "TH"

THE	MOTHER	CLOTHE
THAT	FATHER	BREATHE
THEIR	BROTHER	TEETHE
THEM	WEATHER	SOOTHE
THERE	FEATHER	
THEREFORE	LEATHER	
THESE	GATHER	
THEY	OTHER	
THIS	ANOTHER	
THOUGH	EITHER	
	NEITHER	
	WITHOUT	
	WITHIN	
	WITHER	
	WITHDRAW	
	CLOTHES	
	CLOTHING	
	BATHE	

SUGGESTED FOR PRACTICE
OF VOICED "TH"

MICE

(Rose Fyleman)

I think mice
Are rather nice.

Their tails are long.

Their faces small,

They haven't any

Chins at all.

Their ears are pink.

Their teeth are white,

They run about

The house at night.

They nibble things

They shouldn't touch

And no one seems

To like them much.

But I think mice
Are nice.

Method of Playing:

1. Cards are distributed evenly amongst all players.

2. In clockwise fashion, each player reads his card placing it over a rectangle which shows the position of the "th" (beginning, middle or final)

3. When all rectangles are covered, each player picks a card reading the word until all cards are picked up.

4. Teacher or group leader is to make sure the sound "th" is correctly produced.

INITIAL "D", MEDIAL POSITION "D" AND FINAL "ED" /d/

TEACHING PROCEDURES:

1. English initial "d" is alveolar; initial Spanish "d" is dental.

2. Model the contrast with the following words by exaggerating the target sound.

   don - dumb
   dulce - donkey
   donkey - dandy

3. Explain that in English the tongue is pressed against the front roof of the mouth while in Spanish the tip of the tongue is pressed against the back of the upper front teeth which stops the airstream which is released with a slight explosion and the cords vibrate.

4. In initial position or at the beginning of accented syllables, the English "d" is aspirated unlike the Spanish "d".

5. Remember that in English the "d" after the stressed syllable in intervocalic position has a slight tap which sounds like the tapped Spanish "r". Example: puddy /d̂/.

6. Make sure that the children do not revert to the "th" sound of Spanish intervocalic "d". (See page 16).

7. Remember that in English final "ed" has three different pronunciations which depend on the preceding sound.

8. Limit this drill to the final /d/ sound (voiced alveolar stop) which occurs after all of the vowel sounds and voiced consonants except d.

9. Drill words like: STAYED, TRIED, FRIED, SMILED, PRAYED, BEGGED, BATHED, SPRAYED, etc.

10. Remember that final "ed" is pronounced like "t" after all of the voiceless consonants except t. This should constitute a separate drill. Examples: WALKED, CRASHED. Contrasting both final sounds can follow.

11. Introduce final "ed" when pronounced as a separate syllable in verbs ending in "t" or "d"!

12. Drill words like BEARDED, PARTED, STARTED, CARTED, etc.

13. Have children make up sentences with /d/ sound in all positions.

14. Evaluate progress.

SUGGESTED FOR PRACTICE OF
"ED" - (PAST PARTICIPLE ENDINGS)

THE LITTLE TURTLE

(Vachel Lindsay)

There was a little turtle.

He lived in a box.

He swam in a puddle

He climbed on the rocks.

He snapped at a mosquito.

He snapped at a flea.

He snapped at a minnow.

And he snapped at me .

He caught the mosquito.

He caught the flea.

He caught the minnow.

But he didn't catch me.

FINAL "D"

TEACHING PROCEDURES:

1. Final "d" presents the most difficulties.
2. Remember final "d" does not exist in Spanish as a "d" sound.
3. Drill final "d" in word charts.
4. Model words ending in "d" and stress how we blast off air that has been trapped before making the sound.
5. Have children test their throats for vibrations of the vocal cords.
6. Evaluate progress.

SUGGESTED SENTENCES FOR THE PRACTICE OF "D"

1. BRAD ATE HIS BREAD.
2. DAD DIDN'T FIND HIS FORD.
3. DAVID'S RED CART BANGED THE DOOR.
4. DON AND TED ARE FRIENDS.
5. MARIA IS IN THE THIRD GRADE.
6. ANDY HID THE CANDY UNDER THE BED.

SUGGESTED FOR PRACTICE
OF FINAL "D"

NO COMMENT

(Norah Smaridge)

You hate the taste of meat-loaf?
You hate creamed carrots too?
Just eat them up without a word -
There's nothing you can do!

For even if your soup contained
A spider, freshly stewed,
You'd still be very impolite
To criticize the food.

"NG"

Teaching Procedures:

1. No Spanish words end in "ng" or "ing".
2. Model isolated sound and have children attempt to reproduce it.
3. Have children hold their throat and see what happens when they pronounce "ing".
4. Explain that the sound comes out of our nose and that the mouth remains open.
5. Have children try to swallow air without closing their mouths.
6. Drill words with "ng" and "ing" endings.
7. Explain that the sound is buzzed.
8. Use "Charades" game on page 12.
9. Bring in related material.
10. Have children memorize poem on page 26.
11. Have children read aloud poem on page 27.
12. Ask children to give you as many "ing" words as they know.
13. Evaluate progress.

SUGGESTED FOR PRACTICE
OF "ing" ENDINGS

Deedle, deedle, dumpling, my son John,

Went to bed with his stocking on;

One shoe off, and one shoe on,

Deedle, deedle, dumpling, my son John.

SUGGESTED FOR PRACTICE OF "ng" ENDINGS

As I was going along, long, long,
A-singing a comical song, song, song,
The lane that I went was so long, long, long,
And the song that I sang was as long, long, long,
And so I went singing along.

(Mother Goose)

"Z" (Buzzed "S")

TEACHING PROCEDURES:

1. This sound in Spanish exists but is not as strong as the English sound.

2. Ask the children how a car sounds when he takes off in a hurry. Try to elicit Zoom!

3. Drill "zoom" many times and explain how one makes a buzzed sound.

4. Read words from chart reinforcing good responses. (See page 29).

5. Ask children to write sentences from the word chart.

6. Be sure to listen for correct sound production.

7. Evaluate progress.

SUGGESTED DRILL FOR PRACTICE OF "Z"

ZERO

ZOO

ZEBRA

ZUNI

ZOOM

ZONE

ZIPPER

ZINC

ZEBU

ZEAL

FREEZING

TEASING

FREEZER

TRANSITION

POSITIVE

POSITION

CRAZY

LAZY

HAZY

DAISY

GAZE

MAZE

AMAZE

FREEZE

BEES

TEASE

CHEESE

SNEEZE

TREES

SIZE

EASE

TRAPEZE

SUGGESTED FOR PRACTICE
OF "Z" (BUZZED "S")

The cock does crow

To let you know:

If you be wise

It's time to rise.

(Mother Goose)

If you sneeze on Monday, you sneeze for danger;

Sneeze on a Tuesday, kiss a stranger;

Sneeze on a Wednesday, sneeze for letter;

Sneeze on a Thursday, something better;

Sneeze on a Friday, sneeze for sorrow;

Sneeze on a Saturday, see your sweetheart tomorrow.

(Mother Goose)

See-saw, Margery Daw,

The old hen flew over the malt-house;

She counted her chickens one by one,

Still she missed the little white one,

And this is it, this is it, this is it.

(Mother Goose)

A swarm of bees in May

Is worth a load of hay;

A swarm of bees in June

Is worth a silver spoon;

A swarm of bees in July

Is not worth a fly.

(Mother Goose)

Short "ĭ"

TEACHING PROCEDURES:

1. This sound does not exist in Spanish.
2. Spanish-speaking children tend to interchange short "ĭ" and long "ē" or "ī".
3. Contrast short "ĭ" and long "ē" with the follwoing words.

   fit-feet
   chit-cheat
   pit-peat
   rip-reap
   ship-sheep
   lip-leap

4. Model sound and show children position of lips.
5. Model a pair of contrasting sounds and have children repeat.
6. Use same technique individually.
7. Have children memorize poem on page 33.
8. Reinforce good sound production.
9. Evaluate progress.

SUGGESTED FOR PRACTICE
OF SHORT "i"

Here sits the Lord Mayor,
(forehead)
Here sit his men,
(eyes)
Here sits the cockadoodle,
(right cheek)
Here sits the hen,
(left cheek)
Here sit the little chickens
(tip of the nose)
Here they run in,
(mouth)
Chin chopper, chin chopper, chin chopper, chin
(chuck the chin)

(Mother Goose)

"y"

1. The English "y" sound is found in Mexican Spanish by the letters "y", "ll" and "hie".

2. Model the following words:

    yo
    yema
    yaqui
    llorar
    llamar
    llano

3. Model "yema" very slowly. Follow up with "yellow".

4. Explain that there is more air let out in "yellow" than in "yema".

5. Contrast the following words -

    yema - yellow
    llano - yawn

6. Present a picture of the color yellow and some ice cubes.

    say "hielo" (ice) in Spanish
    now say "yellow"
    See if the chilfren can hear the difference.

7. Explain that the air passing through makes the difference in the two languages.

8. Drill from word charts.

9. Make Bingos in which the children call out words all with "y" in the initial position (see page 35).

10. Evaluate progress.

SUGGESTED GAME FOR PRACTICE OF "y"

vocabulary:

yarn
yard
yesterday
young
yacht
yeast
yellow
year
yet
you
yes

method of playing:

1. one card is given to each player
2. chips are used to cover words when called out
3. teacher or group leader calls cards

year	yet	yeast
yellow	FREE	yarn
yard	yesterday	young

yes	young	you
yeast	FREE	yard
yet	year	yellow

yarn	year	yes
you	FREE	yeast
yellow	young	yacht

yesterday	yeast	young
yes	FREE	yacht
yet	yard	yellow

yet	yesterday	yard
yes	FREE	young
you	year	yeast

yacht	yes	yet
year	FREE	you
yesterday	yellow	yard

SUGGESTED FOR
PRACTICE IN HEARING
RHYMING WORDS

One, two, buckle my shoe;

Three, four, shut the door;

Five, six, pick up sticks;

Seven, eight, lay them straight;

Nine, ten, a good fat hen;

Eleven, twelve, who will delve;

Thirteen, fourteen, maids a-counting;

Fifteen, sixteen, maids a-kissing;

Seventeen, eighteen, maids a-waiting;

Nineteen, twenty, my stomach's empty.

(Mother Goose)

SUGGESTED FOR PRACTICE OF
CONSONANT CLUSTERS

WEATHER

Eve Merriam

Dot a dot dot dot a dot dot
Spotting the windowpane.
Spack a spack speck flick a flack fleck
Freckling the windowpane.

A spatter a scatter a wet cat a clatter
A splatter a rumble outside.
Umbrella umbrella umbrella umbrella
Bumbershoot barrel of rain.

Slosh a galosh slosh a galosh
Slither and slather and glide
A puddle a jump a puddle a jump
A puddle a jump puddle splosh
A juddle a pump aluddle a dump a
Puddmuddle jump in and slide!

SUGGESTED FOR PRACTICE
OF SCHWA "UH"

Lady-bug, lady-bug,

Fly away home,

Your house is on fire,

Your children will burn.

(Mother Goose)

Rub a dub, dub,

Three men in a tub;

The butcher, the baker,

The candlestick maker;

All jumped out of an Irish potatoe.

(Mother Goose)

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